

**Holidays Celebrated in the United States and Around the World**

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## Unit Plan

### I. Holidays Celebrated in the United States and Around the World

### II. Third Grade

### III. Two Weeks, but the lesson could go on for more because you cannot cover all of the holidays in two weeks unless you rush them.

**IV. Objective:** The students will be learning about the holidays that are celebrated in the U.S. and will be comparing them to similar holidays celebrated around the world. In this two week time span, the students will be covering Easter, Halloween, Thanksgiving and Christmas. The students will summarize texts and sequence information when putting the holidays in order and when comparing holidays in the U.S. to holidays around the world. They will create graphic organizers such as Venn diagrams to show the similarities and differences between the holidays they research. They will read independently choosing books for various purposes, mainly for research purposes to gain information. The students will generate writing ideas with others when preparing to write their fiction story. Students will use the computer to publish their story after they have checked the quality of their writings and proofread their paper by checking for correct punctuation and capitalization. The students will also be reviewing the difference between fiction and non-fiction texts and they will write a friendly letter to a pen-pal who celebrates a holiday they have studied and they will tell their pen-pal how they celebrate the similar holiday here.

- 1- Language Arts: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies- Comprehension Strategies- Third Grade #4 (Summarize texts, sequencing information accurately and include main ideas and details as appropriate.) and #6 (Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.)**
- 2- Language Arts: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies- Independent Reading- Third Grade #10 (Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task.))**
- 3- Language Arts: Writing Process- Prewriting- Third Grade #1 (Generate writing ideas through discussions with others from printed material.) and #4 (Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.)**
- 4- Language Arts: Writing Process- Drafting, Revising and Editing- Third Grade #9 ( Use available technology to compose text.)**

- 5- **Language Arts: Writing Process- Publishing- Third Grade #15** (Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.) and # 16 (Rewrite and illustrate writing samples for display and for sharing with others.)
- 6- **Language Arts: Writing Applications- Third Grade #5** (Produce informal writings (e.g., messages, journals, note and poems) for various purposes.)
- 7- **Language Arts: Writing Conventions- Punctuation and Capitalization- Third Grade #8** (Use end punctuation marks correctly.) and #10 (Use correct capitalization.)
- 8- **Language Arts: Communication: Oral and Visual- Third Grade;**  
**A.(Demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration)**

## V.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b>	Introduce Easter. Read aloud <i>The Grumpy Easter Bunny</i> and explain different Easter traditions that are celebrated here in the United States and discuss where the symbols of Easter, today originated from. Explain to the students that Easter does not always fall on the same Sunday of every year, and explain to them when and how they decide when Easter will be.	As a class, research different ways Easter is celebrated around the world and discuss the importance of Easter around the world.	Introduce Halloween. Read aloud <i>Inside a House that is Haunted</i> and discuss with the students the different ways they celebrate Halloween and other Halloween traditions in the United States.	Out of the library collection of Halloween books, have the students chose a book, read it independently taking notes while reading. Then have the students' research how Halloween is celebrated in other cultures and have them create a Venn diagram of the similarities and differences.	The students will chose on holiday that we have studied this week and they will write a fiction story to be shared with the class and/or put on display in the hallway.
<b>Week 2</b>	Review the holidays from last week and introduce Thanksgiving. Move on by reading aloud <i>The Very</i>	The students will write a non-fiction story book about Thanksgiving and what Thanksgiving is, how it started	Introduce Christmas and read aloud <i>The First Day of Winter</i> . Explain to students that	Students will complete a <i>Christmas Traditions</i> WebQuest where they will go on a	The students will choose a culture they were most interested in when learning about Christmas

	<p><i>First Thanksgiving Day.</i> Ask questions like, did you know how Thanksgiving was started before reading this story? Do you know who the Pilgrims are or why they came to America?</p>	<p>and why it started and what they are thankful for at Thanksgiving. These stories will be collected for grades and given back to the students.</p>	<p>Christmas isn't about being greedy, but it is about being with others and helping each other out. Discuss with students the different ways that our Christmas tradition is celebrated around the world.</p>	<p>search for how other cultures say "Merry Christmas" and for what other cultures call "Santa," if they have a Santa figure.</p>	<p>traditions. Once the student has chosen their culture, they will then write a friendly letter to a pen-pal telling them what they like about the way they celebrate "Christmas" and then they will tell their pen-pal how they celebrate Christmas and the traditions their family has. These letters will be collected and sent to pen-pals found around the world.</p>
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**VI. Introduction:** I will begin the first day asking students what holidays they celebrate with their family. I will allow the students to explain how they celebrate their holidays and then I will begin with explaining to the students that for the next few weeks we will be discussing holidays that occur within the U.S. and then comparing them to holidays that other cultures celebrate. The students will get the opportunity to learn about holidays and to learn about how they are celebrated around the world through this entire lesson. I will give the students an overview of what they will be learning and doing for the next two weeks and then I will begin Monday of week 1's lesson about Easter. I will begin by asking question like, who here celebrates Easter? How do you celebrate Easter at your home? Do you know why we celebrate Easter?

**VII. Assessment:**

• **Authentic Assessments:**

- 1- **Active listening**→ (class check list) mark off those who are listening and participating actively during the class read alouds and class research.
- 2- **Venn diagrams**→ (rubric) do the students have similarities and differences listed on their Venn diagrams and did they do proper research to find the information?
- 3- **Fiction stories**→ (rubric) did the students include illustrations of their story? Did they chose one holiday and stick with only that holiday? Did they grasp the concept of a fiction story or did they confuse it with non-fiction?
- 4- **Non-fiction stories**→ (rubric) did the students include all learned facts and concepts of the holiday? Were they able to tell when Thanksgiving is and why it what it is? Was their story simply non-fiction?

**5- Christmas Traditions→ (class check list)** did the students complete the WebQuest?

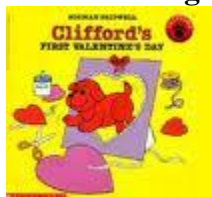
- **Traditional Assessments:**

- 1- Friendly letters→ (rubric)** did the students write their letter in the correct format? Did they have all of the parts to a letter? Were the students able to pick a culture and tell about what they learned? Were the students able to tell how they celebrate Christmas? This will be used as a test because the students will not be allowed to use the information they have researched or gathered about the other cultures. They will have to write their letter based on what they can remember and how well they learned the culture they liked the best.

### **VIII. Supplemental Activities:**

- 1-** With the students' fiction stories, I will create a bulletin board so that the students can show off the work they did to their fellow students and other peers in the building. Part of the bulletin board will be decorated as if it is Easter time, with eggs and bright colors, while the other side will be decorated with blacks, oranges and purples and spiders and webs, etc.
- 2-** If the students finish early with their friendly letter or any work during the week, they may choose a book from the classroom library and read about a holiday we are not focusing on (e.g., *Clifford's First Valentine's Day*, *It's St. Patrick's Day!* or *April Foolishness*).
- 3-** I have a friend who is of Mexican heritage and I would love for her to come in and talk to my students, if time allows, about how they celebrate Halloween and what their celebration entails. I think the students would really enjoy that and it would bring their celebration more to life for the students.

### **IX. Bibliography**



Bridwell, Norman (1997). *Clifford's First Valentine's Day*. New York: Scholastic Inc.  
ISBN 0-590-92162-2

Even dogs celebrate holidays like humans. Clifford the Big Red Dog, celebrates Valentine's Day with Emily Elizabeth by creating cards for their family members to show them how much they love them. This book is good for introducing holidays with humor because Clifford falls down the mail chute and gets lost in the mail cart. The children would enjoy this book and would enjoy the pictures. It also shows them, that the gifts made from the heart or made at home, mean the most.  
Ages 5-7 Lexile 490L



Gómez, Rebecca (2003). *It's St. Patrick's Day!* New York: Scholastic Inc.  
ISBN 0-439-44160-9

A children's book with wonderful illustrations, allows the students to see what St. Patrick's Day is really all about. It allows them to see that it isn't about whether you

wear green or not, but the things you do and what St. Patrick's Day is really about. This book would be a great mechanism to teach not only holidays, but heritages.  
Scholastic Grade Levels 1.6 (Interest K-2)



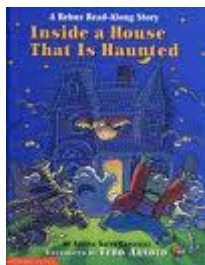
Korman, Justine (1995). *The Grumpy Easter Bunny*. New York: Scholastic Inc.  
ISBN 0-439-63595

The Grumpy Easter Bunny would not only be a good book to talk about what children do on Easter morning, but it is also a very good example of what it is like to be greedy. This book shows children that Easter isn't about just them, but about others as well. The grumpy Easter bunny decides to eat all of his treats instead of hiding them for the other animals and when he sees just how upset the kittens are he wishes he would have hid them instead. This illustrates to children that just because you aren't happy, doesn't mean taking from others is the right thing to do.  
Lexile 490L



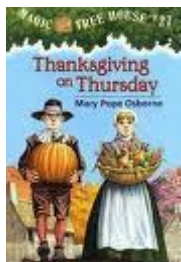
Bateman, Teresa (2004). *April Foolishness*. New York: Scholastic Inc.  
ISBN 0-439-86636-7

April Fool's Day is a fun holiday, but it is one that children enjoy. *April Foolishness* is a fun book that will help show the children how April Fool's day is all a joke, but can be made to seem serious because in this book the children are trying to fool their grandfather into thinking that all of the farm animals are running loose and he does not believe them because it is April Fool's day. Then the grandma tells him that even though it is April Fool's day they kids aren't fooling him and he believes her and that is his April Fool's trick. This book can be used to teach children the fun of a foolish holiday and how people can think you're joking just because it's April Fool's day even if you aren't.  
Ages 5-7 Lexile 440L



Capucilli, Alyssa Satin (1998). *Inside a House that is Haunted*. New York: Scholastic Inc.  
ISBN 0-590-16362-0

A book illustrated with wonderful drawings, uses visuals to aid students in reading. This book is very colorful and allows the students to see what Halloween is really about. It shows the children how fun Halloween is supposed to be, and it shows them that it isn't real. It gives them a sense of comfort when it shows the haunted house and the different things that go on inside the house. The story, however, is so drastic that it makes Halloween seem as if it can't be real.  
Scholastic Grade Levels 2.1 (Interest K-2)



Osborne, Mary Pope (2002). *Thanksgiving on Thursday*. New York: Scholastic Inc.  
ISBN 0-439-57753-5

*Thanksgiving on Thursday* is a third grade book, but for students who are reading above grade level. It teaches the children about Thanksgiving, but it also has fiction characteristics as well to make the book more fun for children. The book takes two young children on an adventure back in time to 1621 on the first day of Thanksgiving with the Pilgrims. It allows the children to see how Thanksgiving was originally started and actually what it takes to prepare a Thanksgiving dinner.  
Ages 6-9 Lexile 340L



Greene, Rhonda Gowler (2002). *The Very First Thanksgiving Day*. New York: Scholastic Inc.  
ISBN 0-439-57441-2

This is a non-fiction book that teaches the students about Thanksgiving Day and how it was first started. It teaches them about the Mayflower and the Pilgrims and how they started Thanksgiving. The illustrations are very in depth and they allow children to see what it was like in 1621. This book is a very good non-fiction example of literature for young children.  
Scholastic Grade Levels 3.9 (Interest Pre K-K)



Robinson, Barbara (1972). *The Best Christmas Pageant Ever*. New York: Harper Trophy.  
ISBN 0-06-440275-4

This novel deals with a family of children who are said to be the worst kids in history. The children decide to go to church and they take over the annual Christmas pageant. These children are so bad that they talk dirty, they beat up on other children, they cuss and they catch things on fire. This novel will teach children how they should behave and how they should respect others and also teach them about the Christmas spirit.  
Ages 8-12 Lexile 930L



Fleming, Denise (2005). *The First Day of Winter*. New York: Scholastic Inc.  
ISBN-13: 978-0-439-90878-8  
ISBN-10: 0-439-90878-7

Teaching children that Christmas isn't all about getting presents is very important because it teaches children not to be greedy. This book allows

children to see that Christmas isn't about getting presents, but it is about what you can do during Christmas time to have fun. (i.e. build a snow man and dress it with items you collect from friends or with items you find laying around your house.) Christmas isn't all about the presents and family, but about what you do to make it fun and what you do to make it memorable.

Scholastic Interest Pre K-K Lexile 0L (Beginning Reader)



Rühmann, Karl (2002). *The Little Christmas Tree*. New York: Scholastic Inc.  
ISBN 0-439-71175-4

This children's book is a good example to use when showing children that not all people are the same. It shows them that even though you are different, you are still perfect in some way. Christmas isn't about making you happy, but giving to others and treating others with kindness and that is what Peter did to the fir tree each and every Christmas.

Scholastic Interests K-2

Brewer, Bunnie. (n.d.). *Christmas traditions*. Retrieved from  
<http://its.guildford.k12.nc.us/webquests/hworld/chris.htm>

The *Christmas Traditions* WebQuest allows children to see that Christmas is celebrated in many different ways around the world. It shows the students that not all countries call Santa, "Santa" and that not everyone says "Merry Christmas." This WebQuest sends children on a mission to find out how they say "Merry Christmas" in other places around the world and how they refer to "Santa" if they do at all. This will teach children the diversity in holidays celebrated around the world.

Grades K-3



## Holiday Lesson Plan Unit

### Lesson 1: Week 1; Monday—Easter Introduction and *The Grumpy Easter Bunny*

#### I. Rationale-

This lesson will teach students that the holidays we celebrate here in the United States are not only celebrated for the reasons we think they are, but for much larger, more important reasons. It will teach them that traditions we have today, were not always the traditions of the holiday. It will teach them that traditions come from people all over the world and are kept going on and on, generation by generation. It will allow students to see that the way they celebrate a holiday might not be the way that someone else celebrates the same holiday. The instructional methods chosen for this lesson will help the students achieve the objectives because it will cause them to listen actively as the story is being read aloud and to pick up on what the Grumpy Easter bunny and the kittens in the story do so they are able to relate to the questions asked later on. Asking the students to share the way their families celebrate Easter will give the students a more clear understanding that not everyone celebrates Easter, or any holiday the same, even if they are from the same culture. I feel confident that the objective I have chosen will be met with the instructional methods chosen because they call for the students to be active listeners and to engage with their peers.

#### II. Goals and Objectives-

- a. **Instructional Goals:** The students will learn what Easter is all about and will learn that Easter isn't about being greedy. They will learn that people all around the world celebrate holidays differently; and that they may not even celebrate the same holidays.
  - b. **Specific Objectives:** Students will know how Easter is celebrated throughout the United States. Students will learn that Easter is not all about chocolates and candy or greed.
  - c. **Ohio Department of Education Content Standards:**
- **Language Arts: Communication: Oral and Visual- Third Grade; A.(Demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration)**

#### III. Essential Question(s)-

How is Easter celebrated in the United States and where did the symbols of Easter, today, come from?

Where did the symbols of Easter originate from?

What is Easter really about?

#### IV. Procedure-

- a. **Lesson Introduction:** How do you celebrate Easter with your family if you celebrate Easter? Give the students time to think and then pick on volunteers to share if they raise their hands. Don't force any student(s) to share unless they are willing. Find a person who celebrates Easter differently than you, they will be

your buddy for today. (If the student can't find a person who celebrates Easter differently, then just have them find a partner, the activity will still work).

**b. Lesson Development:**

- The teacher will ask that the students move to the floor and sit on the carpet after the introduction activity.
- The teacher will then read aloud *The Grumpy Easter Bunny*.
- Once the story is finished, he/she can ask the students; do any of you celebrate Easter the way that the kittens celebrate Easter by going on an Easter egg hunt?
- Once the discussion is over, have the students return to their seats and turn to their partner and share how they celebrate Easter, even if they shared it with the class.
- After the students are done sharing, have them focus their attention to the board. At this time, discuss the significance of the items we all see on Easter and where they originated from.
  - **Painted eggs-** Originated in Persia and are a sign of good luck. They are now hidden to bring families together and to give children something to do before breakfast. The Germans started the Easter egg hunts in the 17<sup>th</sup> century.
  - **Lily's-** symbolize new life.
  - **Easter Basket-** represents the nest where the bunny laid her eggs. (Germans)
  - **Jelly Beans-** resemble the shape of an egg. (Turkish)
- The students will then turn and talk to their partners about what they see on Easter and if they have any of these symbols in their homes.

**c. Lesson Closure:**

- Once the students have shared what they see on Easter, take volunteers to share with the class. Ask the students if they use these items for the same reasons they were started for. Have the students return to their seats and remind them that we will be discussing more about Easter tomorrow and if they think of any questions they may have, to write them down and we will try to find the answer in our Easter search tomorrow.

**d. Lesson Contingency:**

If my lesson runs over I will give the students a few minutes tomorrow to jot down their questions and I will have them share what they discussed with their partners as we are thinking of questions.

If my lesson runs short, I will have the students illustrate a picture of what their Easter looks like at home and what symbols they see on Easter morning.

- e. **Pacing Guide:** My lesson introduction will last approximately 10 minutes. The development of my lesson will last approximately 35 minutes. I will give the students 2 minutes to move to the floor and get quiet, the reading of the story will take about 15 minutes, asking questions and sharing answers about 3 minutes, I have allotted 10 minutes to discuss Easter symbols and then 5 minutes for children to share what they see in their home on Easter. My lesson closure will last approximately 5 minutes. The whole lesson will take approximately 50-60 minutes.

**f. List of Questions:**

- How do you celebrate Easter with your family? (volunteer shared and partner shared)
- Do any of you celebrate Easter the way the kittens celebrate Easter by going on an Easter egg hunt?

- Do you find any of these Easter symbols in your house? (Discussed with partner)

#### **V. Daily (formative) Student Assessment-**

- A class checklist will be used to document who is participating as a whole group and who is participating with their partners.
- The students' questions they think of will be collected as well, to see who actually thought about what was discussed and to see who is interested in what we are studying. Also to see if they understood what was being discussed the prior day in class.

#### **VI. Materials, Equipment and Resources**

##### **a. Textbooks, Supplementary Readings and/or media supplies**

- The Grumpy Easter Bunny* by Justine Korman
- White board and dry erase markers
- Internet website for teacher use prior to lesson:  
[http://worldia.net/?m=pc&a=page\\_fh\\_diary&target\\_c\\_diary\\_id=4422&lang=en](http://worldia.net/?m=pc&a=page_fh_diary&target_c_diary_id=4422&lang=en)

##### **b. No Outside Facilities Needed.**

##### **c. No Guests for Visitors.**

#### **VII. Modifications for Diverse Learners-**

- I have chosen to read the story aloud in hopes of reaching out to my auditory learners. For all lessons, I have tried to make them culturally sensitive by allowing students to share how they celebrate Easter and other holidays and by having my students' research how the holidays are celebrated in cultures other than their own.

#### **VIII. Reflection and Revision**

- Reflection:** Having taught this lesson, I hope my students gain the knowledge of what Easter is about. I hope that they learn that Easter can be celebrated in many different ways and that the things they celebrate Easter with might not be used to celebrate Easter in another culture. I would hope that my students can take away enough knowledge from this lesson to teach their siblings or their parents. I am hoping this lesson and activity will open my students eyes to the cultures around them!
- Revision:** None at this time

## Holiday Lesson Plan Unit

### Lesson 2: Week 2; Tuesday—Thanksgiving and Non-Fiction Stories

#### I. Rationale-

This lesson will teach students how to write a non-fiction story with information they gained from research and from prior readings. This story will focus on Thanksgiving and when, how and why it was started. This lesson is important because it will teach the students the background of a holiday that they may just think is about eating turkey. It will teach them why Thanksgiving was started and who started Thanksgiving. After teaching us what they have learned about Thanksgiving, they will then tell us what they are thankful for and why. This will allow students to show what they have learned and to gain knowledge about a holiday they didn't know much about. The instruction methods used to teach this lesson will achieve the objectives because the students will be learning how to create a non-fiction piece of work, but they will be learning how to incorporate some fiction into it. I have chosen to teach this lesson as a teacher guided; student centered lesson because we have discussed non-fiction and fiction writing prior to this lesson.

#### II. Goals and Objectives-

- a. **Instructional Goals:** The students will create a non-fiction story based on Thanksgiving and when the first day was, why it was started and how it was started. They will then add their own fiction section to their non-fiction story by telling us what they are thankful for and why.
- b. **Specific Objectives:** The students will know why Thanksgiving is a holiday. They will know who started Thanksgiving and how it was started. They will know how to create non-fiction texts, but they will be able to add fiction in the end.
- c. **Ohio Department of Education Content Standards-**
  - **Language Arts: Writing Process- Publishing- Third Grade #15 (Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.) and # 16 (Rewrite and illustrate writing samples for display and for sharing with others.)**
  - **Language Arts: Writing Applications- Third Grade #5 (Produce informal writings (e.g., messages, journals, note and poems) for various purposes.)**
  - **Language Arts: Writing Conventions- Punctuation and Capitalization- Third Grade #8 (Use end punctuation marks correctly.) and #10 (Use correct capitalization.)**

#### III. Essential Question(s)-

What is Thanksgiving?  
 Why do we have Thanksgiving?  
 Who started Thanksgiving?  
 How was Thanksgiving started?

#### IV. Procedure-

- a. **Lesson Introduction:** Yesterday we read *The Very First Thanksgiving Day*, who remembers what Thanksgiving is? Why do we have Thanksgiving? Who started Thanksgiving and how did they start it? Allow student volunteers to answer the questions. If no one answers then bring out the book and go over the answers again as a class.
  - b. **Lesson Development:** Each student will spend the period writing a non-fiction story about Thanksgiving. The paper their story needs to be written on is on the teacher's desk. Whether or not they chose to write a rough draft is their decision. They will have 45 minutes to complete their story. Give the students their writing prompt and rubric and allow them to begin. They are to answer the questions in the prompt and then tell us what they are thankful for and why at the end. They must proofread their work and look at the rubric given to them, making sure they have fulfilled the criteria for the paper. Once the students have completed their writings, they are to hand the writings in with their rubrics and they may read silently.
  - c. **Lesson Closure:** Now that you all have written about what Thanksgiving is and what you are thankful for, would anyone like to tell us what they are thankful for since we all know what Thanksgiving is. Ask questions like: Who likes non-fiction writing? Who thought it was hard to grade your own paper? Please clean off your desks and line up for the restroom.
  - d. **Lesson Contingency:** If my lesson runs too short, I will have the students illustrate what they are thankful for because young students always like to draw and that will also help with hand-eye coordination, or they may choose to read a holiday book silently. If my lesson runs too long, I will have the students grade their own papers at another time and we will move onto our next task.
  - e. **Pacing Guide:** My lesson introductions will last for approximately 5-8 minutes. The lesson itself will last 45 minutes. And my closure will last approximately 5-8 minutes as well. The whole lesson will add up to 50-60 minutes.
  - f. **List of Questions:**
    - What is Thanksgiving?
    - Why do we have Thanksgiving?
    - Who started Thanksgiving?
    - How did Thanksgiving get started?
- V. Daily (formative) Student Assessment-** The students once again, will be graded on class participation during discussion using a check list. Their papers however, will be graded on a rubric that both the students and I, myself, will use to grade their writings.

## **VI. Materials, Equipment and Resources.**

- a. **Text books, Supplementary Readings and Media Supplies**
  - i. *The Very First Thanksgiving Day* by Rhonda Greene
  - ii. Other holiday books supplied in the classroom library. (e.g., *Clifford's First Valentine's Day*, *It's St. Patrick's Day!*, *April Foolishness*,

*Thanksgiving on Thursday, The Best Christmas Pageant Ever and The Little Christmas Tree)*

iii. Rubrics for the teacher and the students. (36 copies)

b. **No Outside Facilities Needed**

c. **No Guests or Visitors**

**VII. Modifications for Diverse Learners-** This activity will best benefit my linguistic learners because they will be putting all of thoughts and information into words. However, my students who are IEP's may struggle with the time limit so I will allow them to have extra time if needed during silent reading time. I will allow my ESL student to work with his aid at this time to complete his paper. She may scribe for him if he feels he cannot sufficiently write on his own. I will also leave the book out for students who struggle with comprehension so they can go back and look for the information they want to put in their papers.

**VIII. Reflection and Revision-**

a. **Reflection:** As I teach this lesson, I hope my students not only learn how to write a non-fiction paper, but that they learn what Thanksgiving is all about. I want them to be able to tell their mom or dad when Thanksgiving was started and by who and why. I want them to be able to tell their parents who the Pilgrims are and what the Mayflower is. I hope that they will enjoy the activity enough to do more research on the topic and find information that they didn't already know before. I hope it broadens their horizons and teaches them that there is more to holidays than what we think here in the United States.

b. **Revision:** None at this time.

## Holiday Lesson Plan Unit

### Lesson 3: Week 2; Friday—Letters to a Pen-Pal

- I. Rationale-** The main goal for this lesson is to teach students that here in the United States we celebrate Christmas, but in different cultures around the world, they celebrate a little differently. The students will be writing to a pen-pal of a different culture and they will be telling them what they learned about their holiday celebrations and then they will tell them a little about ours. Once again, this lesson will be teacher guided, but student centered because we in the previous days we have discussed Christmas traditions and the way other cultures celebrate. I believe that the instruction method I have chosen for this lesson will allow the students to achieve the objectives because not only have they written their own paper earlier this week, but they have also graded their own paper using a similar rubric. The students are very smart and willing to work independently, I believe their work will be very successful.

## **II. Goals and Objectives-**

- a. **Instructional Goals:** Students will write to pen-pals teaching them about Christmas traditions and showing them what we have learned about theirs.
- b. **Specific Objectives:** The students will be able to write a friendly letter. They know how cultures around the world celebrate their “Christmas.” Students will know what pen-pals are and they will know how to complete research using the internet.
- c. **Ohio Department of Education Content Standards-**
  - **Language Arts: Writing Process- Prewriting- Third Grade #1 (Generate writing ideas through discussions with others from printed material.) and #4 (Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.)**
  - **Language Arts: Writing Process- Drafting, Revising and Editing- Third Grade #9 (Use available technology to compose text.)**
  - **Language Arts: Writing Process- Publishing- Third Grade #15 (Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.) and # 16 (Rewrite and illustrate writing samples for display and for sharing with others.)**
  - **Language Arts: Writing Applications- Third Grade #5 (Produce informal writings (e.g., messages, journals, note and poems) for various purposes.)**
  - **Language Arts: Writing Conventions- Punctuation and Capitalization- Third Grade #8 (Use end punctuation marks correctly.) and #10 (Use correct capitalization.)**

## **III. Essential Questions-**

- What culture are you choosing to write about?
- How do we celebrate Christmas in the United States?
- Does your culture of interest call Christmas, “Christmas”?

Does your culture of interest have a “Santa”  
How does your culture of interest celebrate “Christmas”?

#### IV. Procedure-

- a. **Lesson Introduction:** Who can tell me the parts to a friendly letter? (Call on student volunteers, if they cannot give you all of them, help them out by drawing a sample on the board.) Who knows what a pen-pal is? (call on student volunteers and if no one hits it on the nose discuss for a few minutes what a pen-pal is. Tell them that a pen-pal is someone you don’t know that you write back and forth to. Someone you may become friends with one day. Someone who you will sharing your Christmas traditions with.) Today we will be writing friendly letters to a pen-pal from another culture. You will have to choose a culture that interests you the most and then research how they celebrate Christmas or use the notes you took yesterday while completing the Christmas Traditions WebQuest.
- b. **Lesson Development:**
  - The students will begin by choosing a culture that interests them. They may choose a culture we have not yet researched or they may choose one that they researched yesterday when completing the WebQuest.
  - Once the students have chosen their culture, they may begin to write their letter. However, they must know how their chosen culture celebrates “Christmas”. They are to write to their pen-pal about how we celebrate Christmas here in the United States. They are then to tell their pen-pal that they are studying how other cultures celebrate Christmas and that they learned \_\_\_\_\_.... about their culture.
  - Once the students have completed their friendly letter, they will proofread it and grade it themselves using a rubric supplied by the teacher. Once the students have proofread and graded their own paper and feel that it is good enough to be sent to their pen-pal, they must turn it in for the teacher’s approval and then the teacher will send the letters out.
- c. **Lesson Closure:** Did you enjoy writing to your pen-pal? Who would like to write to pen-pals again? Who hopes their pen-pal writes back? The teacher will ensure the students that their letters will be sent out soon and if she receives a reply, she will allow the students to write back. Students, let’s clear off our desks and line up to use the restroom.
- d. **Lesson Contingency:** If my lesson runs too short I will have the students proofread each other’s papers too just to make sure that there are no errors and to give them the opportunity to peer edit a classmate’s paper. If my lesson runs too long, I will have the students grade their letters at a different time. If they do not get the chance to grade them before they are mailed out, I will make copies of them so they can grade them when we have time. Self reflection is always a good thing.
- e. **Pacing Guide:** My introduction lesson will last for approximately 5-8 minutes, depending on how much the students know already. The lesson itself will last for 60 minutes; giving the students enough time to complete their research if needed and to write and proofread their letter. My lesson closure is approximately 5 minutes. I will allow 70-75 minutes for the entire lesson.
- f. **List of Questions:**



- What is a friendly letter?
- What is a pen-pal?
- What culture are you choosing to write about?
- How do we celebrate Christmas in the United States?
- Does your culture of interest call Christmas, “Christmas”?
- Does your culture of interest have a “Santa”
- How does your culture of interest celebrate “Christmas”?
- Did you enjoy writing to your pen-pal?
- Would you like to write to your pen-pal again?
- Who hopes their pen-pal writes back?

**V. Daily (formative) Student Assessment-** The students’ letters will be graded by a rubric and will be their formal testing for this unit. They will be graded on format, writing conventions and writing applications. The students will also be graded in the information they put into their letter, (e.g., the research found about their culture of interest).

## **VI. Materials, Equipment and Resources**

### **a. Textbooks, Supplementary Readings and Media Supplies**

- i. *Christmas Traditions* WebQuest--  
<http://its.guilford.k12.nc.us/webquests/hworld/chris.htm>
- ii. Friendly Letter Format
- iii. Rubrics for the teacher and students (36 copies)

### **b. Outside Facilities Needed**

- i. A list of pen-pals from around the world for the students to write to.

### **c. No Guests or Visitors**

**VII. Modifications for Diverse Learners-** This activity will best benefit my linguistic learners because they will be putting all of thoughts and information into words. However, my students who are IEP’s may struggle with the time limit so I will allow them to have extra time if needed during silent reading time. I will allow my ESL student to work with his aid at this time to complete his paper. She may scribe for him if he feels he cannot sufficiently write on his own. I will also leave the book out for students who struggle with comprehension so they can go back and look for the information they want to put in their papers. This activity will also benefit multicultural exposure because it is exposing my students to a new culture and a new way of celebrating Christmas. It will be something they remember and will give them a new aspect and outlook on how they look at Christmas themselves, hopefully.

## **VIII. Reflection and Revision-**

- a. **Reflection:** Christmas is a very touchy subject in schools; however, I believe that if you teach it the right way and include the way other cultures celebrate their “Christmas” then it is okay to learn about Christmas. I also believe that when learning about Christmas it shouldn’t be what is Christmas?, but it should be a

how do we and other cultures around the world celebrate Christmas. I hope that by writing to a pen-pal that the students realize that there are other children in the world who don't know what Christmas is like in the United States and that not everyone celebrates Christmas like we do. I hope it opens their eyes to the fact that no culture is the same and that it is okay to do things differently than one another, even the person sitting next to you.

- b. **Revision:** None at this time.

# Participation

Name	Active Listening- Easter	Class Discussion- Easter	Class Discussion- Thanksgiving	
Aidan H				
Alexia G				
Austin G				
Austin M				
Calob M				
Charlie F				
James S				
Jenna H				
John B				
Julian O				
Kimberly W				
Kiya B				
Lyndsey K				
Matthew H				
Miranda C				
Nathan V				
Noah P				
Olivia W				

## Friendly Letter to Pen-Pal

Teacher Name: **N Cain**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Content Accuracy	The letter contains at least 5 accurate facts about the topic.	The letter contains 3-4 accurate facts about the topic.	The letter contains 1-2 accurate facts about the topic.	The letter contains no accurate facts about the topic.
Format	Complies with all the requirements for a friendly letter.	Complies with almost all the requirements for a friendly letter.	Complies with several of the requirements for a friendly letter.	Complies with less than 75% of the requirements for a friendly letter.
Salutation and Closing	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
Grammar & spelling (conventions)	Writer makes 1-2 errors in grammar or spelling.	Writer makes 3-4 errors in grammar and/or spelling.	Writer makes 5-6 errors in grammar and/or spelling.	Writer makes more than 6 errors in grammar and/or spelling.
Capitalization and Punctuation	Writer makes 0-2 errors in capitalization and punctuation.	Writer makes 3-4 errors in capitalization and punctuation.	Writer makes 5-6 errors in capitalization and punctuation.	Writer makes more than 6 errors in capitalization and punctuation.

Date Created: **Nov 11, 2010 04:42 am (UTC)**

## Non-Fiction Thanksgiving Stories

Teacher Name: **N Cain**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Mechanics	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling or punctuation errors	Many grammatical spelling, or punctuation errors.	Too many grammatical, spelling, or punctuation errors to understand.
Why's and How's	Answered Who, Why and How sucessfully and completely.	Answered 2 of the 3 questions completely.	Answered 1 of the questions completely.	Answered none of the quesitons completely.
Non-Fiction	Story was completely non-fiction with added fiction section clearly seperated.	Story was non-fiction with little fiction added in the middle.	Story was non-fiction and fiction.	Story was too much fiction and non-fiction to decide what it was supposed to be.

Date Created: **Nov 11, 2010 05:01 am (UTC)**

## Fiction Story Friday

Teacher Name: **N Cain**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
Illustrations	Original illustrations are detailed, attractive, creative and relate to the text on the page.	Original illustrations are somewhat detailed, attractive, and relate to the text on the page.	Original illustrations relate to the text on the page.	Illustrations are not present OR they are not original.
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.

	consistently throughout.			
Title	Title is creative, sparks interest and is related to the story and topic.	Title is related to the story and topic.	Title is present, but does not appear to be related to the story and topic.	No title.

Date Created: **Nov 11, 2010 05:05 am (UTC)**

## Holiday Venn diagrams

Teacher Name: **N Cain**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Similarities	Finds numerous similarities within the text.	Finds many similarities within the text.	Finds few similarities within the text.	Finds no similarities within the text.
Differences	Finds numerous differences within the text.	Finds many differences within the text.	Finds few differences within the text.	Finds no differences within the text.
Venn Diagram Set-up	Student is able to create Venn diagram and successfully fill it in.	Student is able to create a Venn diagram with little difficulty filling it in.	Student needs help to create a Venn Diagram, but have little difficulty filling it in.	Student needs help creating a Venn diagram and had difficulty filling it in.